

KS3-5

Oracy templates

TEMPLATES
PACK

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Recognising tone template

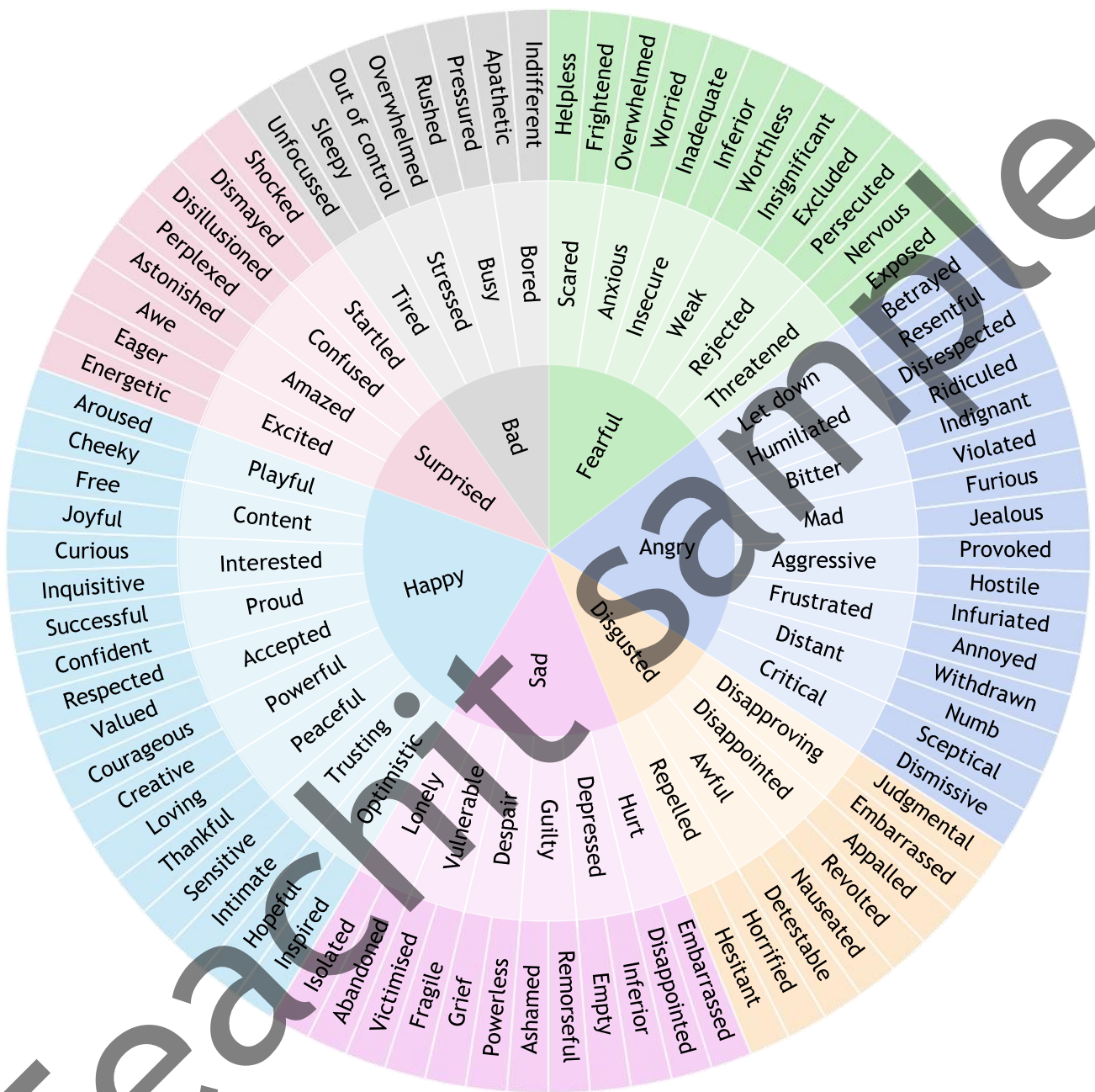
When discussing the different components of oracy, it can be helpful to discuss tone of voice. Students need to be aware of how tone of voice can alter the overall interpretation of what someone says.

This is also a useful template when discussing behaviour issues and when building on restorative practice (a conflict resolution approach which focuses on repairing the harm that has been done by involving all parties).

Teaching ideas:

- When first introducing this concept, ask students to consider what tones of voice they already know. Use a mind map and ask them to consider positive and negative examples of tone of voice.
- Use the **Emotions wheel** to help students to understand how we might use different tones of voice when speaking and to develop their vocabulary for describing these. Are there any words they don't understand? Try to model some of these or ask students to volunteer to do so.
- Once students understand how tone of voice can differ, ask them to use a simple sentence, for example, 'I'm going to the shops', and experiment with saying it using a different tone of voice (sarcastically, jokingly, angrily, thankfully etc.).
- Now use the **Tone cards** in groups. Each student must pick a card and attempt to replicate the tone on the card using a simple, sample sentence. The others must guess which tone of voice they are demonstrating. Students may also wish to consider how body language could also be incorporated. Students may want to include some of their own ideas for tone of voice.
- Ask students whether all the outer ring synonyms should or could be used in the same instance or context. Can they discuss examples of different types of words?

Emotions wheel



Tone cards

angrily

amazed

pessimistically

withdrawn

confidently

calmly

frantically

lovingly

nervously

enthusiastically

stressed

embarrassed

disappointed

confused

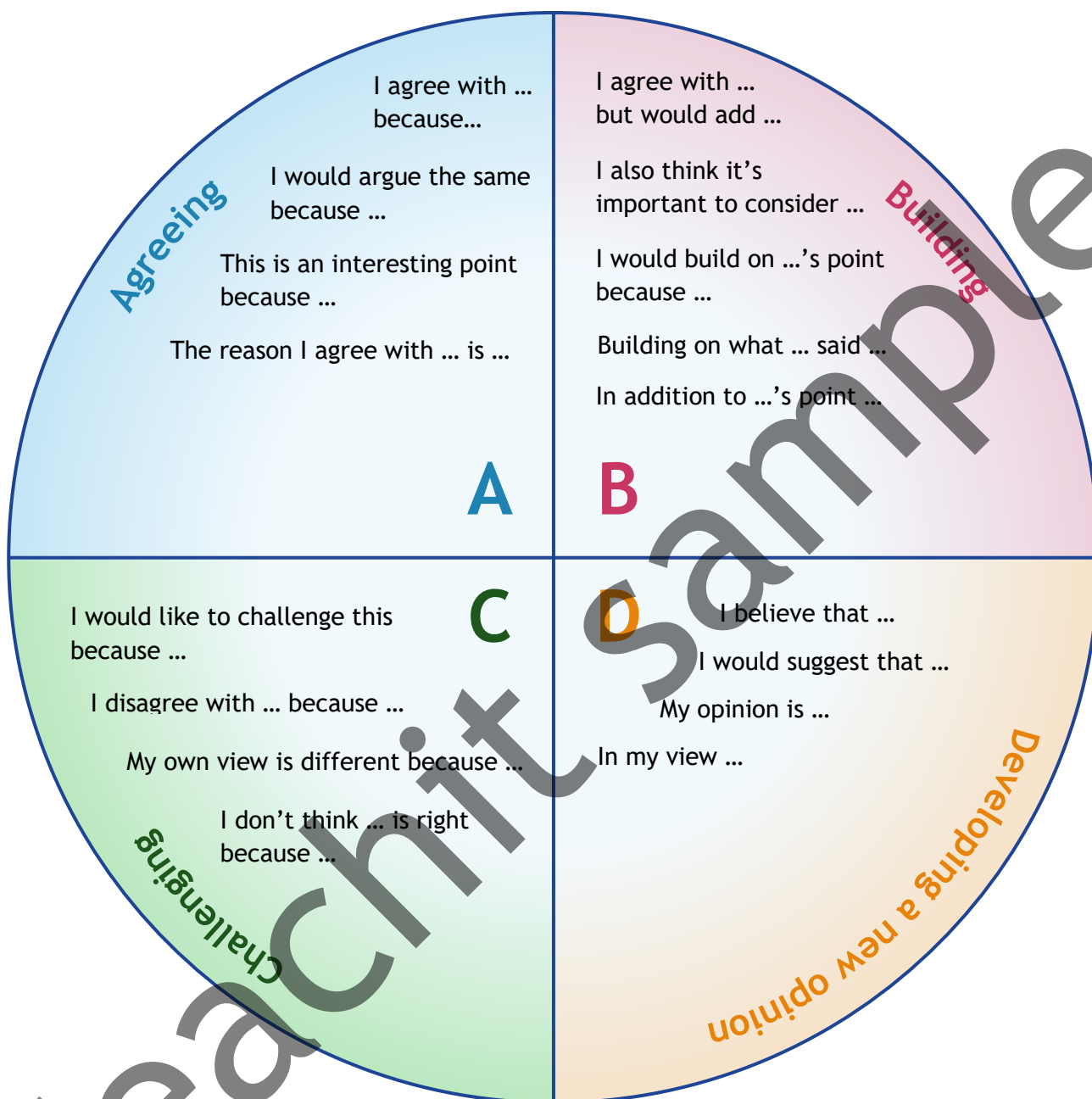
ABCD template

Using the ABCD (Agree, Build, Challenge, Develop) template allows students to feel more confident sharing their views with each other and the class. It can be used in all subjects to explore viewpoints and perspectives as well as to encourage deeper questioning.

Teaching ideas:

- Provide statements relating to your current teaching topic for students to consider. These statements are typically those that you can either agree or disagree with and allow them to evaluate their previous learning.
- Allow all students 'thinking time' prior to the discussion, to allow them to consider their viewpoint. This might be done by writing down key ideas independently or exploring the statements in detail so that students are secure about what is being asked.
- Students can then use the **ABCD sentence starters** to discuss their ideas about the statement(s). The sentence starters will help to keep these conversations flowing.
- Encourage students to add their own sentence starters for each section (A, B, C and D).

ABCD sentence starters



Socratic questioning template

Socratic questioning involves asking thought-provoking questions to encourage critical thinking and discussion. By embedding this questioning strategy in the classroom, students will develop both their oracy skills through dialogue and their essay writing abilities. No matter what subject is being taught, you can implement Socratic questioning for small-group or whole-class discussions.

It can be used to:

- provide controlled support for the discussions taking place
- explore complex ideas in a structured way that allows for visible development
- analyse and justify concepts in a professional and detailed manner
- identify and challenge any misconceptions.

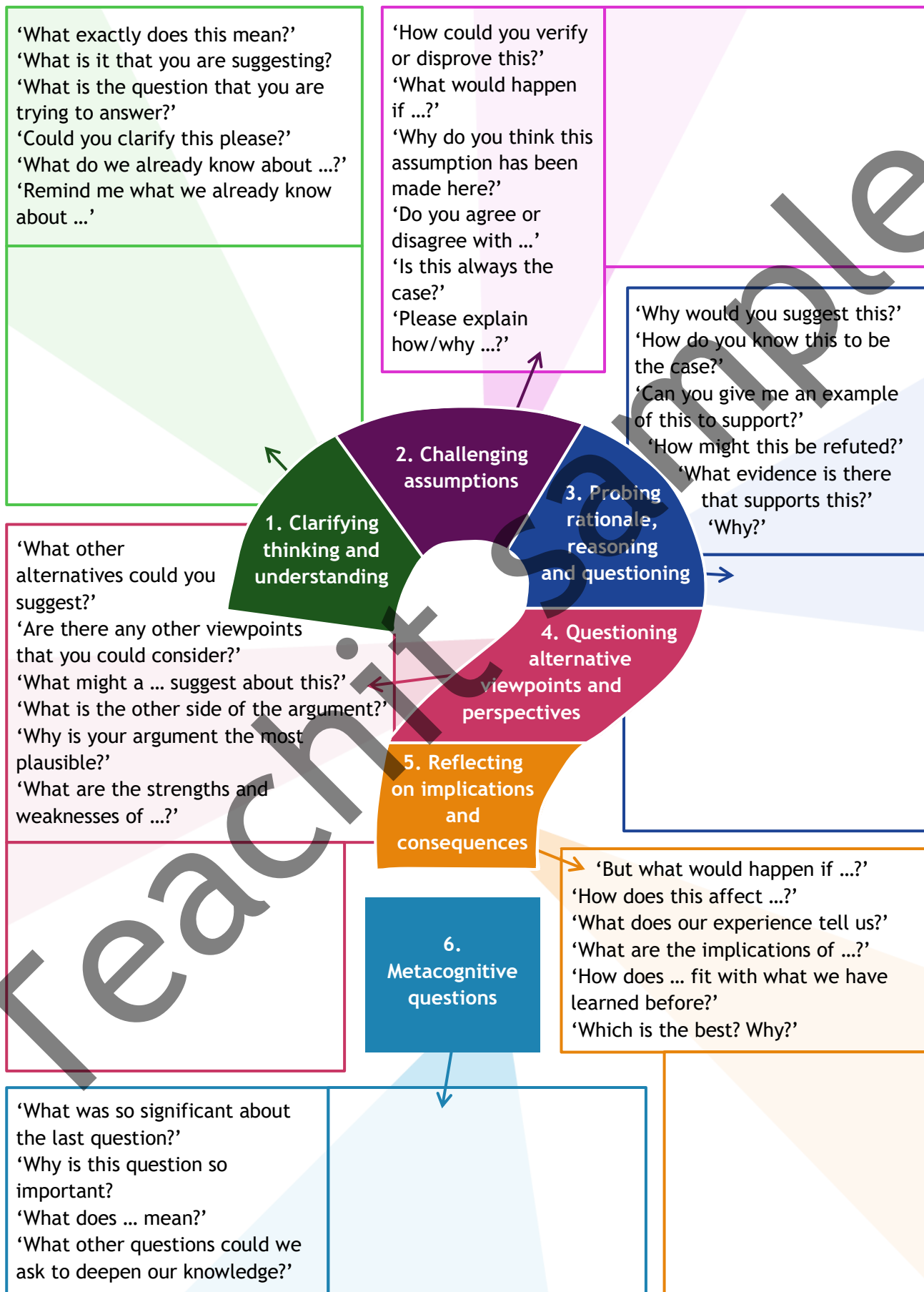
The premise behind this form of questioning relates to six questions that should be asked in order. This 'script' then allows students to develop their understanding in a controlled manner.

1. Clarifying thinking and understanding
2. Challenging assumptions
3. Probing rationale, reasoning and questioning
4. Questioning alternative viewpoints and perspectives
5. Reflecting on implications and consequences
6. Metacognitive questions

Teaching ideas:

- Model Socratic questioning by using the exemplar question stems and sentence starters in the template below.
- Students can gain confidence in their use of questioning by using these 'models' which will also help them to choose the most appropriate questions to ask based on the content, topic and the path of the discussion.
- They should fill in the blank spaces with their notes.

Socratic questioning



Oracy tracker templates

A simple way to assess students' oracy skills is to monitor and track their speaking and listening interactions. Which voices are most prevalent in group work and class discussions? Who is reticent to speak but listens carefully? Who can summarise or clarify to help others to understand better? Who encourages contributions from others?

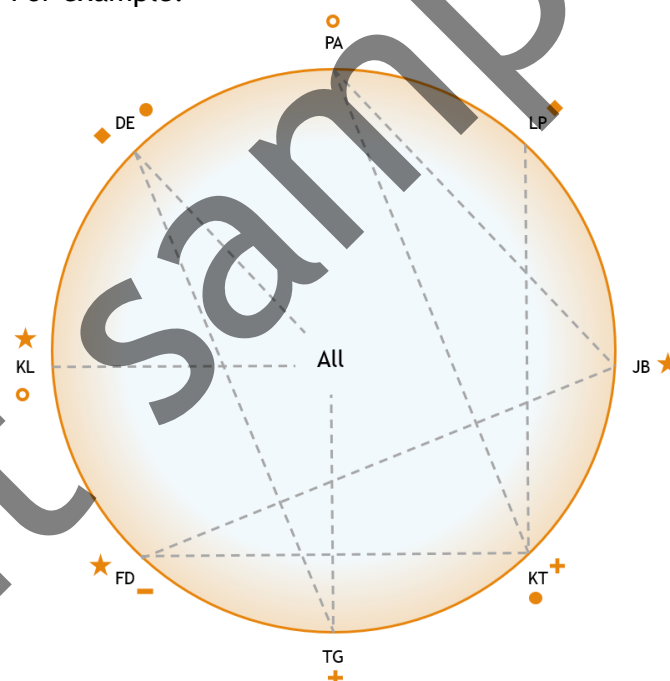
Use **Oracy tracker 1** to give you insights into group dynamics which could be useful to inform future planning for oracy activities. Use **Oracy tracker 2** to see at a glance the frequency and different types of spoken interactions your students have.

Teaching ideas:

- Using **Oracy tracker 1**, write your students' names or initials around the outside. Draw a line every time a student speaks to show how they are interacting with others, using the oracy tracker symbol key to define the type of interaction. For example:

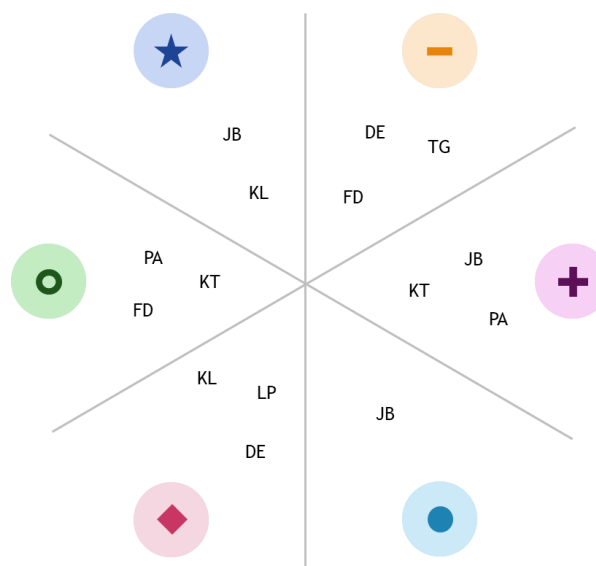
- If they are interacting with the whole group, draw a line to the centre.
- If they are interacting with another student, draw a line to that student and add a symbol to denote the type of exchange or interaction you observed.

For example:

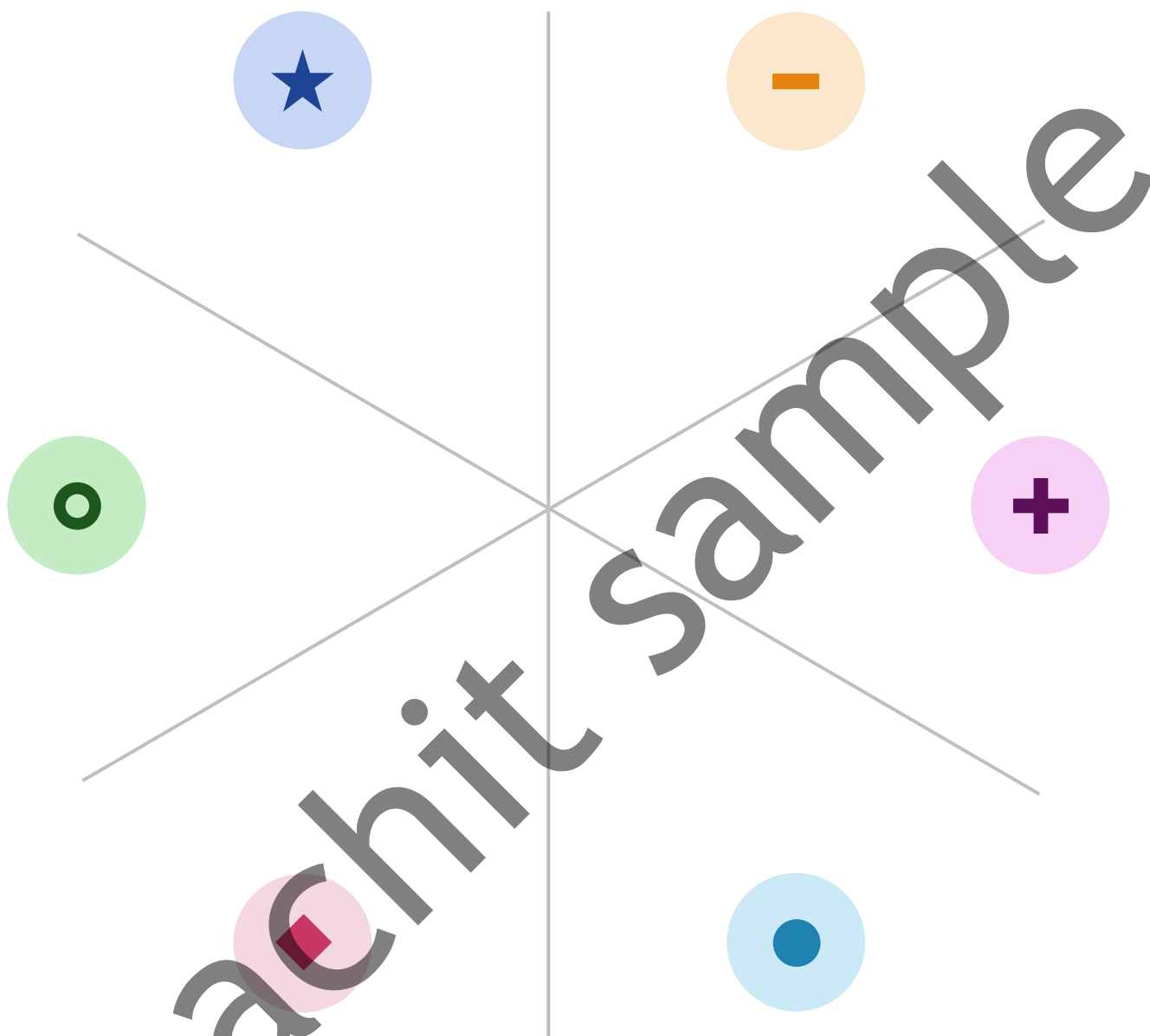


- Using **Oracy tracker 2**, record students' oracy contributions using the different segments. This will help you to see quickly who is talking more frequently and to identify students who may need more support to encourage them to speak in class or group discussions.







For example:



Oracy tracker 2



Oracy tracker key

- | | |
|---|---|
|  Asks questions (to check understanding, to challenge others or to dig deeper) |  Struggles to join the discussion or contribute |
|  Builds positively on other students' contributions |  Shows they are listening carefully and encourages others to speak |
|  Summarises points or offers insights to clarify the discussion |  Creates meaningful connections between the points made |